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ABSTRACT

A shift in the priorities set down in the Teacher Corps' rules increases the amount of time and attention paid to local projects rather than to large programs. Three Teacher Corps task forces convened to study the implications of the new rules and the realities of local project operation. The reports of the task forces are contained in this document. The groups' discussions and recommendations concerning the areas of program/project demonstration, program evaluation and evaluation methods, and technical resource use and availablity are presented. An introductory chapter examines the interactive elements in all three subject areas, and presents general recommendations concerning the organizational structures supported in the work of the three task forces. The text also suggests the need for further analysis prior to implementing additional Teacher Corps programs. (Author/LH)

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Teacher Corps Developmental Training Activities

TASK FORCES / DOCUMENT I
Reports on Demonstration, Evaluation, and Technical Resources

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T A S K F O R C E S

Document I

Reports on

DEMONSTRATION

PROGRAM EVALUATION

and

TECHNICAL RESOURCES

DEVELOPMENTAL TRAINING ACTIVITIES

DECEMBER 1977

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FOREWORD

Teacher Corps is now engaged in a number of planning activities, preparatory to implementation of recent changes in its legislative authority. These changes center around demonstration, as an important responsibility of Teacher Corps over the next decade.

As an integral and invaluable part of its planning activities, Teacher Corps/Washington established three Task Forces, in the latter part of 1977, to develop for Teacher Corps' consideration three papers, representing the participants' ideas as to how Teacher Corps might meet its new legislative responsibilities. These groups were to work in the areas of Technical Resources, Demonstration, and Evaluation. Members came from across the nation, from the public schools, their communities, higher education, state departments of education, and the organized profession. Teacher Corps/Washington designated the chairperson and the writer for each Task Force.

Each Task Force met three times in Washington. After each session, the writer for each group was expected to digest, synthesize, and organize the two-day deliberations into a written statement. After the third and final session, the three writers and the three Task Force chairpersons prepared the overall ananysis contained in Document I.

An outstanding characteristic of Teacher Corps, at the national, state, and local levels, has been the openness, the sharing, and the feeling of mutual respect which exist among the various groups most intimately involved in teacher education. These factors certainly marked the deliberations of the Task Forces.

This report, Document I, contains the overall analysis of the work of the three Task Forces, as well as an individual report from each of them. In a separate volume, Document II, two of the Task Forces, those on Technical Resources and Evaluation, provide the additional charts, tables, and analyses that undergrid their more concise reports in this volume.

Teacher Corps/Washington has been incorporating the contents of these reports into its planning process, as an invaluable resource.

The writer wishes to express deep appreciation to William L. Smith, for his continued interest in and support of the work of the Task Forces. Caroline Gillin and Gwendolyn Austin, Cycle Operations Branch, and William Moulden, Management Branch, also participated and took an active interest in the deliberations of the groups. Samuel Keys, on loan to Teacher Corps from Kansas State University, Paul Collins, Fordham University, and G. Thomas Fox, University of Wisconsin--Madison, assisted in conceptualizing and organizing this project.

The logistics and support for the Task Forces were handled by Floyd Waterman, University of Nebraska at Omaha, Center for Urban Education. Waterman is the director of the Teacher Corps Developmental Training Activities contract with that institution. The writer wishes to thank each of the Task Force participants, particularly the chairpersons and the writers, for their tireless efforts. Special thanks are also due John Savage, Edna Alexander, Joan Krager, and Camille Orgertrice for editorial assistance and manuscript preparation.

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SUGGESTIONS ON DEMONSTRATION, EVALUATION, AND TECHNICAL RESOURCES

Synthesis and Interpretations

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INTRODUCTION

Teacher Corps is in the process of changing a major part of its focus and priorities for local projects; the duration of projects is also increasing the amount of time projects will have to adapt programs to achieve their objectives. The new rules and resulting changes provide Teacher Corps with an opportunity for introspection which can lead to a more powerful program. The complexity of goals defined in the new rules imply an increased need for technical excellence in planning, assessment, diffusion, and management.

Rather than operating new programs as simple extensions of projects from previous years, Teacher Corps convened three task forces to study the new rules and the realities of local project operation; based upon these studies, the task forces were to make suggestions concerning the most effective ways to implement Program 78.

Three major areas selected for study by the task forces were demonstration, evaluation, and technical resources. Demonstration was selected because all Teacher Corps projects are demonstration programs which must implement, institutionalize, and disseminate proven educational products and practices. The Task Force on Demonstration was charged with analyzing the various definitions of demonstration and making recommendations about how Teacher Corps can best help projects to understand and achieve their demonstration requirement.

The Evaluation Task Force was established to study the need for Teacher Corps evaluation efforts at a national and local project level and to suggest appropriate evaluation structures.

The task force considered methods to provide needs assessment data for program building, process data for program revision for improvement, and impact data for determining product and program strength.

The Technical Resources Task Force studied methods of determining what types of technical resources will be needed to help local, regional, and national Teacher Corps groups achieve their objectives according to the new rules. Methods of obtaining and delivering needed resources in a timely manner were also considered.

Each of these three task forces was made up of a chairperson, a writer, and fifteen to eighteen committee members who represent Teacher Corps/Washington; other HEW organizations; state departments of education; the faculty and administration of institutions of higher education; teaching and administrative personnel from public schools; teachers' organizations; and active community representatives. Members were from all areas of the United States.

Each task force had three two-day meetings to study its assigned topics, to synthesize information, and to make recommendations. The writer on each task force prepared a paper; those papers were to reflect the work of the group during all three work sessions. These three reports are included in this paper. The report of the Demonstration Task Force is presented in Chapter II, and the Evaluation Task Force paper and the Technical Resources Task Force are in Chapters III and IV, respectively.

This introductory chapter does not represent personal input from all members of the three task forces. Rather, the chairpersons and writers from each task force met together as a subcommittee of the task forces to read and synthesize the three reports. They decided to consider areas in which the suggestions of the three task forces overlap and in which there appear to be gaps in the analysis and suggestions included in

the papers. In the remainder of this section, the term "committee" will be used to designate the chairpersons and writers group in order to help the reader differentiate that sub-group from the task force.

The purpose of this chapter is not to summarize the reports of the task forces. Each report should be read as it was written by the respective task force. Rather, the purpose here is: (a) to make general recommendations about the organizational structures that appear to be supported in the work of all three task forces; (b) to examine the interactions among demonstration, evaluation, and technical resources in order to identify overlaps and gaps and to integrate the task force reports; and (c) to look for topics within the work of the task forces that suggest further analysis prior to implementation of Program 78.

ORGANIZATIONAL STRUCTURES

The processes of demonstration, evaluation, and technical resources were compared for the Washington office and central, regional, and local levels of program. Table 1 is included to help organize the recommendations of the three task forces concerning organizational structures. According to that table, each task force recommended that an advisory group be established by the Washington office; that national level studies and centers be established; that regional centers be maintained; and that all these groups focus on local projects and their needs.

On the National Level

The task forces all recommended that some type of advisory group be established by Teacher Corps/Washington to consider needs--and to help focus program decisions on those needs--whether needs be national, regional or local. Among the three groups, the Evaluation Task Force spent the largest amount of time addressing the nature of an advisory group and describing

TABLE 1

Structural Organization at Four Levels of Teacher Corps

	Local Project Level	Regional Level	National Centers/ Studies	Advisory to Teacher Corps/Washington
Demonstration	Demonstrate specific elements for IHE, LEA and community Document and store project information Collaborate with IHE, LEA, and community	Communicate demonstrable elements Support activities for specific role groups Provide a delivery mechanism	Provide a data bank and expertise within specific areas	Develop an advisory group to promote or suggest successful demonstration and to suggest and advise new, better ways of doing things
Evaluation	Run local project evaluation/documentation for IHE, LEA, and community goals Cooperate with National Process-Impact Evaluation Cooperate with National resources/ Data Bank	Facilitate the delivery of technical assistance to local projects concerning local project documentation/evaluation	National Process Outcome Evaluation Special Project Studies Summative/Synthesis Evaluation National Data Bank	Select and maintain a national reaction panel on evaluation matters
Technical Resources	Use topic experts (internal) for IHE, LEA, and community needs Use consultants (external) for IHE, LEA, and community needs	Communicate/share needs, products, successes Provide a vehicle for delivery of TR to whole region (TR would come from TR centers or external consultants)	Develop and maintain two technical resource centers to develop/secure and deliver Develop and maintain a central technical resource, material, information center	Select and maintain a national advisory group on technical resources

how it could help Teacher Corps. The committee believes it will not be feasible for Teacher Corps to establish three separate advisory groups--one each for demonstration, evaluation, and technical resources. In addition, the committee recognizes that there will be issues unrelated to these three topics with which Teacher Corps may want planning assistance in the future. Therefore, the committee suggests that one advisory panel be established by Teacher Corps, rather than three separate panels. A single panel, which the committee named a Reaction Panel, is suggested to advise Teacher Corps/Washington, on issues related to demonstration, evaluation, technical resources, the nine program priorities, and other issues of interest to the Washington staff or an advisory panel. This panel should be made up of experts in demonstration, evaluation, and technical resources (two experts in each area); representatives from local projects, including IHE, LEA, and community representatives (a total of five members); representatives of policy groups, such as the Senate, House, Chief State School Officers, etc. (a total of two members); representatives of Teacher Corps/Washington (a total of two members); and a representative from the Office of Planning, Budgeting, and Evaluation. It is recommended that the panel be selected by Teacher Corps/Washington as soon as possible to aid in planning for the implementation of Program 78.

National Level Centers/Studies

Resources/data bank. A central resource/data bank was recommended by all three task forces. The Evaluation Task Force recommended a central data bank where evaluation materials would be stored and used for summative evaluation studies. The Technical Resources Task Force recommended a central resources center where all materials developed and/or used by Teacher Corps groups could be stored for evaluation, reference, and planning purposes. The Demonstration Task Force recommended that a data/materials bank be established to collect mate-

rials (both evaluative and instructional) in specific areas of demonstration.

The committee realizes that three separate reference/materials/data centers are neither logical nor feasible. However, it suggests that the recommendation of each group for a central reference center does warrant further consideration--in the form of one such center--to suit the needs defined by all three task forces. One central resource/data bank could store materials and could be used by all Teacher Corps personnel for evaluation, reference, technical resources, and demonstration purposes.

A data/resource bank could be a central clearinghouse of everything used and documented in projects and programs at all levels of Teacher Corps. Examples of materials placed in this center from local projects would be project proposals, interim and final reports, evaluation studies, training materials, data collection instruments and procedures, and other documentation materials. Regional offices can contribute their documentation efforts related to planning and implementing regional conferences and any technical resources used. Technical resource centers can provide planning procedures, instructional materials, information, conference and workshop procedures, logistics and support precedures, and materials and consultant acquisition information. National evaluation centers can provide designs, instruments, data collections procedures, results, and implications of each study, as well as summaries across studies. The Teacher Corps/Washington office can share materials such as Program 78 planning materials (the papers at hand are one such example), contracts, proposal review materials and data, conference procedures and data, and invited papers on any relevant topics. Some groups which would benefit from the center are local and national evaluation groups, local groups involved in planning proposals, technical resource personnel seeking information about resources, and planning groups within Teacher Corps/Washington.

In the amount of time available for discussion the committee was unable to determine exactly how a central resource/data bank should be established and managed. Issues related to the cost, size, and location of the center and the relationship of the center to evaluation studies and technical resource efforts could not be resolved. Further analysis and planning are needed before realistic suggestions about the exact nature of the center can be complete.

National technical resource centers. The Technical Resources Task Force recommended that five to six technical resource centers be established to provide technical assistance for priority demonstrable elements. The Task Force also recommended that one or two of these priority centers be established in the very near future to provide assistance with start-up management and demonstration needs. Technical resource centers were identified as centers having personnel who become expert in planning, securing, adapting, maintaining, and providing technical resources for Teacher Corps at local, regional, and national program levels.

The committee recommends that at least two such technical resource centers be established. These centers could deliver technical resources through many vehicles--some of which include the mail, regional workshops, national conferences--and through national intensive training for specified role groups. In addition, program development/management experts with Teacher Corps experience can be sent from such centers to consult with a project or a regional group of projects.

Although the exact topic responsibilities of these centers was not settled, the committee recommends that centers be developed around personnel who are expert in the planning and delivery of technical resources. Personnel within the centers would then develop needed expertise in priority areas identified by Teacher Corps.

We suggest that each center be made responsible for a dif-

ferent set of priorities in order to avoid the duplication of effort in content areas. For example, one center could specialize in program development/management strategies such as administration, design, evaluation, and start-up activities. The other center could concentrate on content priorities, such as community and parent education, preservice education, preservice and inservice teacher education programs, and school climate. Despite the alternative purposes for this center, some duplication of responsibities might occur.

National evaluation studies. The committee suggests that the three national evaluation studies described in the Evaluation Task Force report be supported. The National Process-Outcome Assessment should be funded as soon as possible so that local project documentors/evaluators can design their programs to provide compatible data. The information gathered and synthesized through these independent assessments will provide Teacher Corps with knowledge necessary to strengthen program efforts at the national, regional, and local levels.

Regional Level

Each task force identified the importance of network or clusters of offices which operate between the national and local levels. Major areas of program provided through these offices are communicating and sharing demonstrable elements among regional projects; providing support activities for specified role groups; facilitating local project and national evaluation efforts within the region; and facilitating the delivery of technical resources.

The committee recognizes the key position such offices have because of their close, continuous contact with local projects. Those offices can learn about special needs within projects in a geographical area and will be aware of whether identified problems are local within a project or common across a region.

The committee suggests that such office personnel become

familiar with needs and program in the suggested national evaluation studies, the technical resource centers, and the central resources/data bank in order to facilitate the delivery of the resources and the accomplishment of evaluation studies within each region. Communication, expectation, and preparation are all important to enable independent groups or individuals to more into geographical areas and to provide prescribed support in the most positive, efficient manner.

Local Level

Teacher Corps personnel at the local level have major responsibilities for designing, implementing, evaluating, institutionalizing, and disseminating proven educational practices and procedures. As a result, they should have financial support to secure their own technical resources in order to gain personal help in management, evaluation, and special topics of interest. They should establish an effective communication network with regional offices, national technical resource centers, and Teacher Corps/Washington in order to obtain the help they need to achieve their objectives.

The major focus in Teacher Corps is on local projects and the achievement of locally defined objectives through demonstration. Teacher Corps/Washington cannot facilitate local demonstration achievement without providing strong support systems for local projects. This strength will not naturally evolve through project operations. Rather, extensive efforts in evaluation and technical resources must be planned and supported in order to impact local demonstration efforts positively for the IHE, LEA, and community.

INTERACTIONS AMONG DEMONSTRATION, EVALUATION, AND TECHNICAL RESOURCES

Demonstration refers to the processes through which local projects propose to institutionalize proven educational practices, products, and innovations. The effectiveness of demon-

stration activities will thus determine the long-term benefits of Teacher Corps efforts. Personnel in many local projects will need support to learn about and apply effective demonstration practices ranging from collaborative program planning to dissemination of successful program components. The critical nature of demonstration efforts at the local project level makes certain types of independent support desirable. Among such support, two areas have been identified as keystones to successful demonstration efforts across the nation; these are independent evaluation studies and the delivery of technical resources to meet identified needs.

It is natural that overlaps will occur between demonstration activities within a project and the evaluation and technical resource efforts designed to support those activities. The committee examined the nature of the interactions among demonstration, evaluation, and technical resources, and identified some interactions that will occur. Table 2 includes an example of such interaction for one project objective.

The objective selected for this illustration is "Developing better systems for training preservice and inservice teachers." The demonstration component selected for the illustration is "Collaborative planning to facilitate institutionalization between the IHE and LEA." For this goal and demonstration component, projected evaluation and technical resource activities are enumerated. By reading down each of those two columns, it can be seen that an evaluation activity might involve conducting a needs assessment to determine the priorities of the IHE and the LEA and to compare those priorities. Involved personnel may need technical resources to design the needs assessment study, instruments, and priority procedures. All three processes must be applied effectively to achieve the goal stated in the first column.

The interactions among these three processes were studied further in order to identify the implications of their inter-

TABLE 2

The Interactive Nature of Demonstration, Evaluation, and Technical Resources

Example Teacher Corps Priority Goal	One Demonstration Component	Possible Evaluation Activities	Possible Technical Resource Activities
Better systems for training preservice and inservice teachers	Collaborative planning among the IHE and LEA involved in teacher training	1. Assess needs 2. Select goal priorities 3. Clarify goal 4. Evaluate the collaboration process 5. Evaluate the technical resource efforts in collaboration	1. Help with design of the collaboration process 2. Help with evaluation skills needed to evaluate the process 3. Help with communication skills 4. Help with the motivation/socialization of those involved

actions for Program 78 planning. Table 3 includes an analysis of these interactions. Two interacting processes are listed in each column. For each pair, the type of expected, positive interactions is listed. There are many interactions that can be predicted between deomonstration and evaluation. Some of these include the evaluation activities necessary to select priority demonstrable element (DE's), the documentation and validation of DE's for dissemination beyond the local project, and evaluation of the extent of institutionalization during follow-up studies. These illustrations make it quite clear that evaluation activities will be an integral part of the demonstration process.

In the example, there appear to be at least six major areas in which evaluation and technical resources interact. Some of

TABLE 3

Interactions among Demonstration, Evaluation, and Technical Resources

Demonstration/ Evaluation	Evaluation/ Technical Resources	Technical Resources/ Demonstration
1. Selection of demonstrable elements (DEs)	1. Technical resources are needed to aid local evaluation efforts	1. Technical resources are needed to interpret the meaning of demonstration and implications for project development and management
2. Documentation/validation of DEs for dissemination beyond the local project	2. Technical resources are needed to aid national evaluation efforts	2. Technical resources are needed to identify and select DEs which project will demonstrate
3. Formative evaluation is an integral part of demonstrations	3. Evaluation data is a rich source of needs assessment to identify where technical resources are needed	3. Technical resources are needed to play various roles in the demonstration process including socialization, collaboration, improving the political environment, etc.
4. Documenting the DE in generalizable terms to facilitate replication in a new site	4. Technical resources and evaluation must support common concepts of program development and improvement	4. Effective technical resources and their delivery can be demonstrated
5. Documenting the effectiveness of the project	5. Evaluation is needed to assess the impact of technical resource efforts	5. Etc.
6. Evaluating the extent of institutionalization during follow-up and resulting implications for the process used	6. Evaluation is needed to assess the materials and delivery of technical resources	
7. Evaluating the extent of and effectiveness of the process used for disseminating DEs (especially DAG dissemination levels 2 and 4)	7. Etc.	
8. Confounding causality between the quality of the DE and the quality of the dissemination effort		
9. Longitudinal case studies of students, teachers, etc.		
10. Evaluation findings cause change in DEs to improve effectiveness		
11. Demonstrate effective evaluation efforts, findings, materials, and procedures		
12. Etc.		

those areas include technical resources (1) to aid local evaluation efforts; (2) to aid national evaluation efforts; (3) to assess the impact of technical resources; and (4) to assess the effectiveness of materials, consultants, and delivery mechanisms. These two processes not only interact, but should exist to support each other. Good technical resources are required for effective evaluation, and vice versa.

Technical resources and demonstration interactions enumerated in Table 3 include the interpretation of demonstration and

implications for project development and management; facilitation of the selection of successful DE's for institutionalization; and the demonstration of effective technical resource delivery in the field. Again, it can be seen that these interactions are mutually supportive.

The interactions between evaluation and technical resources were further analyzed by the committee to identify potential problems that may arise as a result of their interactions. By identifying these possible problems, it became possible to discuss implications for avoiding such problems. Table 4 contains the interactions between evaluation and technical resources identified in Table 3, potential problems, and the implications of those problems. Two problems identified are the need for careful timing of technical resources to support evaluation efforts and the need for frequent and cooperative communication between evaluation and technical staff members. Problems such as these, once identified, can be analyzed and steps suggested to help reduce their effect.

Potential problems with interactions can be avoided or minimized by informing Teacher Corps personnel at all levels that the interactions among these processes will occur, that the interactions are expected and beneficial, and that participating personnel can play a role in ensuring the most positive interactions possible.

FURTHER ANALYSES SUGGESTED

Because of the limited time available for each task force to study issues related to its topic and the limited time for this committee to study interactions among the three processes, careful analysis of benefits and constraints related to implementing suggestions is advised. Caution should be exercised, since there are trade-offs involved in selecting one way of operating over another. The writers and chairpersons believe more analysis is needed concerning the formation of the Reaction

TABLE 4

Expected Interactions, Potential Problems, and Implications for Evaluation and Technical Resources

Expected Interactions for Evaluation/Technical Resources	Potential Problems	Implications
1. Technical resources are needed to aid local evaluation efforts 2. Technical resources are needed to aid national evaluation efforts 3. Evaluation data is a rich source of needs assessment to identify where technical resources are needed 4. Technical resources and evaluation must support common concepts of program development and improvement 5. Evaluation is needed to assess the impact of technical resource efforts 6. Evaluation is needed to assess the materials and delivery of technical resources 7. Etc.	1. Members of the evaluation teams may question the credibility of instructional personnel delivering resources in evaluation 2. The timing of technical resources must be carefully coordinated to build evaluation skills during the planning/design phases 3. There must be careful communication and interpretation between evaluators and technical resources personnel to identify areas where technical resources are needed 4. Adequate technical resources for the national evaluation studies are mandatory 5. Lack of cooperation between technical resource efforts and evaluators of technical resource efforts will hamper the program	1. Consultants delivering TR training and activities should be technically skilled evaluators who are knowledgeable about both local project evaluation needs and national study evaluation needs. Careful recruitment, selection, and orientation are necessary 2. Local project documentors/evaluators should receive instruction necessary to participate in national evaluation efforts prior to collecting invalid or no data for those studies 3. There must be planned, frequent communication between technical resources personnel and national evaluation study personnel

Panel, the national level centers/studies, the selection of local-level documentations and evaluators, and diffusion efforts.

Teacher Corps should form the Reaction Panel immediately. The panel should represent expertise in evaluation, documentation, and technical resources, and it should be limited to a workable number of members. Panel members should serve for an indefinite period of time to provide them with the opportunity to observe the program evolve. However, members found to be ineffective or non-attending should be replaced quickly.

The establishment of a national resource/data center should be further studied. Many computerized, specialized data centers become ineffective because no one knows about them or their use. The collection, storage, and retrieval systems used in the proposed center should be cost-effective, logical, and well documented. As a rule, the center should consist of

simplistic hand-storage and hand-retrieval methods for evaluation data, reports, materials, and summaries. The less complex and technical the center remains, the more effective the committee predicts it will be in the long run. Specialized computer services for data analysis, if needed, should be handled on a special-case basis, and should not be a condition to the establishment of the center.

The national technical resource centers can given several forms. For example, the staff of each center could be charged with providing all types of technical resources to all groups. In a second option, each staff could be assigned a special mission and content areas of emphasis. Likewise, the centers could be centrally located, or distributed equitably across the country. We recommend that each center specialize in selected content areas and that personnel in each center communicate frequently concerning current resources and activities, regardless of their locations. If the centers become part of Program 78 technical resources, these trade-offs should be further examined before final decisions are made about the exact mission of each center and its location.

We believe it is important to identify a person in local projects who is designated as a documentor/evaluator. This will be an especially positive development if this person helps program personnel design and evaluate their programs. This person should function as a resource or content expert person in documentation and evaluation for all local project personnel. He or she should not actually carry out all the evaluation and documentation activities in order to free the rest of the staff from these very important responsibilities. Rather, program evaluation should be an integrated part of program design and monitoring for each target group. Those responsible for providing programs should also be responsible for evaluating those programs. The special documentator/evaluator can design overall evaluation studies across target groups; teach

personnel how to design studies; help design instruments; help synthesize and interpret data; manage and coordinate evaluation efforts across the IHE, LEA, and SEA; and make program revision recommendations based upon collected data.

When considering diffusion strategies, the group recommends that, rather than always exporting DE's to other groups, those groups should be encouraged to "come to Mecca" to see the successful operation of the DE in its real setting. Exporting, it should be noted, can be done at home as well as away from home.

Program 78 Planning Seminars

All three task force reports imply changed roles and increased responsibilities for Teacher Corps/Washington staff, especially for program specialists. Program specialists appear to be required to play both program monitoring and development roles. We recommend that, in order to really prepare for new opportunities in Program 78, program specialists and other Washington staff become involved in monthly two-day Program 78 Implementation Seminars beginning as soon as possible. These seminars should be held during the entire first year of Program 78. The Washington staff is a legitimate audience for technical resources to help them plan and execute their responsibilities. Teacher Corps/Washington staff should "own" and plan these seminars, and should call on outside help and experience when appropriate. The seminars can be initiated in a manner than the Teacher Corps/Washington staff considers appropriate.

SUMMARY

Program 78 offers many exciting prospects for Teacher Corps. Teacher Corps, once again, has seized the initiative for becoming more responsive to fundamental issues in American education. Success in the future will require keener vision and a genuine desire to succeed.

Members of the three task forces have had an opportunity to learn more about Teacher Corps's responsibility, mission, and vision. We value that experience, and stand ready to assist with the implementation of Program 78 and beyond.

We hope that the materials produced and ideas presented will provide Teacher Corps/Washington with some of the assistance they anticipate might be forthcoming from this effort.

TASK FORCE ON DEMONSTRATION

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DOCUMENTING, INSTITUTIONALIZING, AND DISSEMINATING DEMONSTRATION OUTCOMES

This paper emanates from a total of six meeting days of the Task Force on Teacher Corps Demonstration, which was made up of professional educators from varying backgrounds. The general charge to this Task Force was to conceptualize demonstration and to suggest implementation procedures and alternative ways of documenting, institutionalizing, and disseminating demonstration outcomes.

Using Teacher Corps's proposed regulations as a frame of reference (September 20, 1977), the Task Force discussed ways of controlling the quality of that which is disseminated and the cost of disseminating demonstration outcomes. More specifically, much discussion centered on the mandated Teacher Corps objectives (Basic Outcomes, Federal Register, September, 1977, p. 47233) and ways of impacting others with those practices, processes, and products found successful. Teacher Corps mandated objectives are as follows:

- An improved school climate which fosters the learning of children of low-income families.
- An improved educational personnel development system for persons serving, or planning to serve, in schools for children of low-income families.
- The continuation of educational improvements (including products, processes, and practices) made as a result of the project, after federal funding ends.
- The adoption or adaptation of those educational improvements by other educational agencies and institutions (Federal Register, Vol. 42, No. 182, Sec. 172.60, Sept., 1977).

In the course of its deliberations, the Task Force considered such issues as (1) the purpose of Teacher Corps demonstration

efforts, (2) the features of Teacher Corps which are demonstrable, (3) who is responsible for disseminating demonstration outcomes, and (4) responsibilities of project personnel, network personnel, and Teacher Corps/Washington in fulfilling the demonstration/dissemination mandate.

Operational Statement for Demonstration

The ambiguity of definitions of demonstration and the confusing terminology within the relevant literature presented a significant obstacle to discussion. For example, the term demonstration is used by different educators to mean different things. Traditionally, a linear approach defined demonstration as a "show and tell" activity. However, usage now appears to have established new concepts of demonstration. In a broad sense, demonstration has been used to include activities sometimes associated with adaptation, implementation, institutional adoption, dissemination, and diffusion.

Discussing the purposes of demonstration, Hayes (1976) defined a demonstration project as "a small-scale program undertaken in a field setting for a finite period of time to test the desirability of a proposed course of action." Among Hayes's purposes for demonstration are two which have implications for the Teacher Corps mandate to demonstrate. She said that demonstration for policy formulation is intended to produce new knowledge about outcomes when implementing a certain program, and to test its operational viability. Demonstration for implementation, on the other hand, is an attempt by policy-makers to promote the utilization of a particular idea or concept.

Demonstration has frequently been thought of as an activity which can be observed on-site. When that is the case, the demonstration effort must show clearly and dramatically that it makes a desirable difference. Toward that end, demonstration must be carefully planned, presenting examples of real or simulated behavior through which certain techniques, materials,

equipment, and procedures are realistically illustrated. The point was made (Task Force on Demonstration, 1977; Clark and Guba, 1965) that the demonstration should illustrate both positive and negative factors associated with the program and its implementation in order to allow a valid professional judgment of its utility.

Numerous variations of demonstration are offered by the literature on diffusion and educational change models; all such models are designed to convince or persuade others that a particular program makes a difference. Hence, the Task Force on Demonstration (November, 1977) maintained that the following operational statement is appropriate for the Teacher Corps context:

> The activities which a Teacher Corps project would undertake as part of its "demonstration" obligation grow out of the collaborative activities in a field setting among IHE, LEA, and community concerning improved school climate and improved educational personnel development; their continuation within the participating IHE and LEA; and their adoption or adaptation elsewhere. The demonstration itself, similarly, is a collaborative process. It involves the three entities concerned with the sharing of significant learnings of the project (whether derived from successful or unsuccessful activities) concerning some part (or all) of the project's activities. Its purpose is to provide LEA's, SEA's, IHE's, local, state, and national professional organization, and policy makers with the basis for formulating well-informed decisions as to the adoption/adaptation/implementation of educational products, processes, and practices.
>
> It is expected that this demonstration responsibility will be carried out throughout the course of the project using means appropriate both to that which is being demonstrated and to whom it is being demonstrated. A project's performance will include assessment of the benefits to those to whom the material is disseminated.

As a result of the new legislative mandate, Teacher Corps is viewed as a demonstration program. Consequently, each project is considered a demonstration unit. Within each project there may be specific elements (some of which are required nationally by regulations and some of which are identified by local projects) that are demonstrable of processes, products, and practices.

One of the Teacher Corps missions is to demonstrate visual, creative, provocative, and promising approaches to the professional development of teachers. That mission relates particularly to the fact that projects are distinguished by collaboration between universities and local education agencies (Task Force on Demonstration, September, 1977). In a report of the Corpsmember Training Institute (CMTI) Impact Study, Fox (1975) argued that evaluation of Teacher Corps's success will depend primarily on the extent to which demonstration has taken place rather than, as in the past, the amount of direct service delivered to local schools.

Analysis of the Teacher Corps 1978 program regulations by the Task Force on Demonstration indicated that there are two categories of salient features which projects must demonstrate. The two columns of demonstrable elements in Figure 1, while interrelated, discriminate between two categorical functions of Teacher Corps projects, those which involve processes and those which involve substance.

FIGURE 1

Demonstrable Elements of Teacher Corps Projects

Process Elements	Substantive Elements
1) IHE, LEA, Comm. collaborative decision making	1) Specific products, practices, and processes to improve school climate
2) Elected Council	2) Educational personnel development strategies (preservice, inservice, intern training)
3) Management plans for specified timeframes	3) Education that is multicultural (processes, products, practices)
4) Field and Comm. based training	4) Teaching competencies for student diversity
5) Institutional adoption	5) Diagnostic/prescriptive instruction for exceptional children in regular classrooms
6) Demonstration and dissemination	6) Volunteer training
7) Documentation and evaluation	
8) SEA involvement	
9) Involvement of professional groups	

The demonstration of elements in Figure 1 will require close collaboration among the local LEA, community, and IHE. Indeed,

the successful demonstration of these elements and subsequent institutionalization will depend largely on the extent to which key persons from all three entities are involved in planning and implementing the project.

During the first year of its five-year funding period, Teacher Corps as an aggregate of 80 projects will focus on process elements as demonstrable activities. For example, some of the demonstrable elements during the first year might be:

- The process of electing a community council
- The process and quality of communication and decision-making by the policy board
- The process of getting support of local professional groups
- The process of setting up two-way communication between the community council and the community at large.
- The process of documenting efforts and activities during the planning year

Activities leading to the demonstration of substantive elements will also begin during the first year. Preservice and inservice training materials will be collected and adapted. Delivery systems for inservice training will be planned and developed. Certainly, each local entity involved in the project will demonstrate specific activities during year one. Possible school activities, for example, may include:

- Orientation and communication about Teacher Corps
- Selling the program; i.e., getting ownership among teachers and administrators
- Reaffirming objectives and revising needs assessments
- Interaction between school and university personnel
- Planning staff development of central office staff
- Planning the intern program in the involved schools

Teacher Corps as an aggregate of projects must plan a system for documenting demonstration outcomes and storing the data for future retrieval. There will be certain demonstrable activities common to all 80 projects; these will include improving school climate for low-income children, diagnostic/prescriptive

techniques for exceptional children, educational personnel development, and other substantive elements. These activities are outlined in Figure 1. Validated products and processes used to implement particular demonstrable elements could be tracked across all projects (or across a random sample of projects) to determine what works best with certain target groups.

Documenting Demonstration Outcomes

There are a number of good reasons for documenting project activities and demonstration outcomes. Documenting the effect of Teacher Corps on teachers and children provides policy- and decision-makers with information related to (re)training processes and products used by projects. The use of comparison groups and a longitudional-type study which tracks children over several years could yield invaluable information as to the effect of Teacher Corps in general and certain projects in particular.

Demonstration projects must be sensitive to consumer needs. Thus, demonstration outcomes must include documentation of implementation procedures, problems encountered during implementation, personnel involved in the implementation process, conditions under which the demonstration was implemented, points at which technical assistance was required, products and processes used, data collected, results, and the like.

Documentation of salient project features provides internal information to personnel, making it a necessary and integral part of the demonstration/institutionalization/dissemination continuum. As personnel are organized during the project's developmental year, one of the key staff members should be a person with documentation/evaluation skills. Such an individual's responsibilities would include the following tasks:

- Organizing a documentation group
- Overseeing the documentation process

- Explaining the documentation to others
- Interacting with the program group in the development of a program design
- Coordinating data gathering
- Developing or locating indicators which are consistent with project objectives
- Training project personnel in the documentation process
- Assisting other project groups (program group, administrative unit, etc.) to determine if a demonstration is worthy of broader dissemination

The Teacher Corps Task Force on Demonstration argued the practicality of establishing computerized data banks from which information could be retrieved regarding any or all of the demonstrable elements. If such a scheme were devised, it would likely be initiated with university resources and technology. Herein lies possibly one test of IHE and LEA collaboration. To wit, can the institution of higher education--using its resources and technology--the school district--with its client-system and research division--and the local project's documentation/evaluation team collaboratively design a data information bank for demonstration outcomes.

There are a number of variables interacting within a project which must be documented and measured to determine the relative impact of the demonstration. In an effort to explain "what makes a difference" or "what seems to work," it makes sense to use statistical techniques which analyze a number of variables simultaneously or in combinations. Analyzing data via multivariate procedures will not only help explain more variance of intended effects, but will also help identify, track, and document unintended or serendipitous effects in the (re)training process.

Teacher Corps/Washington's role in the documentation process must be one of synthesizing data and evidential information, either across all 80 projects, or from a sample of Program 78 projects. The focus need not be on the total project, but may

be on particular aspects which projects are known to have in common; these might include needs assessment techniques, urban only, rural only, or any of the mandated objectives listed on page 23. The Task Force argued that this function could be most efficiently performed through a brokerage arrangement. A contractual-type arrangement would provide Teacher Corps/ Washington with evidential (and empirical) information at designated times, and on specific demonstration elements.

Institutionalizing Demonstration Outcomes

As indicated elsewhere in this paper, institutional adoption of a project or its successful elements is one basic Teacher Corps mandate. Institutionalization involves a serious commitment on the part of the school district and the participating institution of higher education. As Teacher Corps funds end, decisions must be made about not only whether to institutionalize, but also what project elements and on what scale a project will be continued within local institutions with local funding.

History has shown that continuation of federally supported projects after those funds have expired has not been impressive. Several factors have been identified to account for the dearth of instutionalization. Aside from the weak theoretical base from which many programs are launched and the faulty procedures through which they are implemented, Berman and McLaughlin (RAND Corporation, 1975) targeted motivation as a prime factor in federal program fade-out.

They maintained that many applicants for federal grants are opportunistically motivated, and characterized by a lack of interest and commitment on the part of local participants, from district administrators to classroom teachers. As a result, participants were often indifferent to project activities and outcomes, and little serious change was attempted (Berman and McLaughlin, 1975).

Contrasting with the opportunistic grantees were institutions seeking solutions to a particular problem. Here, the motive for projects emerged primarily in response to locally identified needs and was associated with strong commitment to address those needs. Projects in this category were initiated with strong district support, and were generally expected to continue after funding ceased (Berman and McLaughlin, 1975).

The question, then, is, How can Teacher Corps distinguish between the motives of opportunists and the real needs of applicants? Further, What can Teacher Corps do to encourage institutionalization by projects selected for Program 78?

The first question may be addressed during the process of reviewing applications for funding. In the current Teacher Corps regulations, a total of 21 points, spread over three objectives, are assigned to the institutionalization criterion:

- Seven points are allotted to the proposed objectives for achieving institutionalization;
- Eight points are assigned to the likelihood of activities achieving institutionalization; and
- Six points are allocated to a realistic and economical management plan for accomplishing institutionalization.

The plan for institutionalization should be reviewed yearly with the program monitor and top local officials to ensure that the process is on schedule and is realistic in terms of implementation.

In answer to the second question, Teacher Corps, either through networks or other means, can set up periodic staff development sessions for deans, superintendents, and principals. These sessions would be structured to allow the officials to discuss strategies for institutionalization, progress being made locally, problems encountered, and anticipated outcomes within specified time frames. Training sessions should not preclude the use of on-site technical assistance at any appropriate time during the funding period.

Dissemination Mandate

Like demonstration, dissemination is also open to many interpretations. Wickline (1977) made the point that most Office of Education employees limit the definition of dissemination to "the one-way-flow of information designed to create an awareness of and an interest in new programs and products." To emphasize the problem regarding dissemination, Wickline pointed out that dissemination legislation was largely permissive and seldom earmarked funds for dissemination activities. Reporting on the Interstate Project on Dissemination (IPOD) study, Wickline indicated that of 208 legislative and regulatory mandates for educational dissemination, only one provided for any "set-aside" funds for dissemination. According to Wickline, none of the legislative references to disseminate contained a definition of the term.

Because the traditional definition of dissemination connoted "telling about"--rather than "making available to"--several units within the Office of Education have developed complex dissemination systems to include more than just the creation of an awareness for programs, products, and practices (Wickline, 1977). For example, the U.S. Office of Education's Dissemination Analysis Group (DAG) has constructed a model of what dissemination is, or should be. The four levels offered by the group were:

DAG's Dissemination Model

Level 1: Spread: The one-way casting out of knowledge in all its forms: information, products, ideas, and materials, "as though sowing seeds."

Examples: Radio and television broadcasts, general mailings (without follow-up or feedback), news releases, speeches, official publications (e.g., the Federal Register; Commerce Business Daily), journal and magazine articles, books, newsletters; inclusions in ERIC, libraries.

Level 2: Exchange: The two-way or multi-way flow of information, products, ideas, and materials as to needs, problems, and potential solutions.

Examples: Need-arousing, need-sensing, and activities which provide for user influence ("feed-forward"); feedback activities, as user surveys, user panels, and site visits; and sharing activities, such as conferences among peers.

Level 3: Choice: The facilitation of rational consideration and selection among those ideas, materials, outcomes of research and development, effective educational practices and other knowledge that can be used for the improvement of education.

Examples: Incentives to LEAs to engage in search behavior before making decisions; training in decision-making; visits by decision-making practitioners to a variety of demonstration sites; searches of resource bases, and comparisons of the array of relevant programs, products, or knowledge so generated; catalogs comparing alternatives; traveling exhibits.

Level 4: Implementation: The facilitation of adoption, installation and the ongoing utilization of improvements.

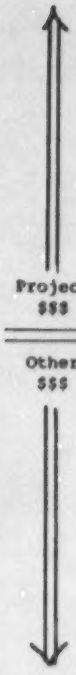
Examples: Consultation, on-user-site technical assistance, locally tailored training programs in required new behaviors; laboratory settings for the practice of new behavior.

By constructing a matrix of the levels of dissemination, Figure 2 identifies personnel and organizations involved in dissemination activity, depending on the level of operation. Categories at the top of the matrix represent levels of dissemination, while each cell reflects those responsible and/or involved in the activity. At the left of the matrix, dissemination is shown to begin with the local project and meander toward a linkage system with the national level. The Task Force on Demonstration maintained that the project director should be constantly involved in all levels of dissemination. It was also suggested that local project funds be used to disseminate to local audiences, while other funds would be needed to disseminate outcomes to a broader audience.

Teacher Corps has several audiences to which it must be responsive in its demonstration/dissemination mandate; these are indicated in Figure 3. At the local level there are community groups, participants in the Teacher Corps project, school dis-

FIGURE 2

Disseminating Demonstration Outcomes



	Spread	Exchange	Choice	Implementation
(a) Project Personnel	Director & appropriate project personnel	Director & appropriate project personnel	Director & appropriate project personnel	Director & appropriate project personnel
(b) LEA & IHE	Director Principal Supt. Dean	Director Principal Supt. Dean	Director Principal Supt. Dean	Director Principal Supt. Dean
(c) Other Local LEA, IHE & Comm.	Director SEA Network TC/W	Director SEA Network RTR Broker	Director Network RTR Broker SEA	Director Network RTR Broker SEA
(d) Others interested in Educ. policy	Director Network TC/W OE/HEW/NIE	Director Network TC/W OE/HEW/NIE	Director Network RTR Broker	Director Network RTR Broker

TC/W - Teacher Corps Washington
OE - Office of Education
NIE - National Institute of Education
RTR - Recruitment and Technical Resource Center
HEW - Health, Education and Welfare
LEA - Local Education Agency
SEA - State Education Agency
IHE - Institution of Higher Education

trict personnel, nearby colleges and universities, and so on. Another group of audiences includes Congress, the Office of Management and Budget, policy groups within HEW, USOE staff members, teacher organizations, organizations of school administrators, state education agencies, schools and school districts, and so forth. Demonstration and subsequent dissemination is quite different when it is directing energies toward showing the local audience how to do something in particular, according to Task Force members. Systematic and evidential documentation is required for the national audience, for, as Turner (1976) put it, the national audience cannot observe the demonstration first hand, and "would have no special reason to believe statements of testimonies of the project staff, since these witnesses would always be in the position of testifying in their own behalf."

FIGURE 3

Disseminating Demonstration Outcomes

Audiences	Who disseminates	How it is disseminated	What is disseminated	Why it is disseminated	When it is disseminated
LOCAL & STATE					
1. Community groups	project directors school principal community represent.	meetings, newspaper, ratio TV, newsletters training	specific demon. success overall project progress unsuccessful elements	awareness, to convince spread, exchange, choice, implement	systematic and continuous
2. TC project and site school personnel	school principal project director program develop. spec. team leader	meetings, newsletters progress reports training	specific demon. success overall project success unsuccessful elements	to convince, exchange, choice, implementation	systematic and continuous
3. LEA personnel	central office representative, school principal, project director	meetings newsletters site visits training	specific demon. success overall project success unusual elements	awareness, to convince spread, exchange, choice, implement	systematic and continuous
4. IHE personnel	deans office, project director, program devel. specialist	meetings, newsletters site visits, training	specific demon. success overall project success unsuccessful elements	awareness, to convince spread, exchange, implement	systematic and continuous
5. SEA personnel	project director central office rep. state liaison person	newsletters site visits	specific demon. success overall project success unsuccessful elements	awareness, to convince policy formulation policy implementation	periodic
6. Professional organizations	school principal Teacher Rep. project director	meetings presentations papers	specific demon. success unsuccessful elements	awareness, to convince spread, exchange, choice	periodic
MULTI-STATE & NATIONAL					
1. Congress	TC/W Director	technical reports, newsletters, & other written documentation	overall project success specific demon. success unsuccessful elements	awareness, to convince policy formulation, policy implementation	periodic and when requested
2. OMB	TC/W Director	technical reports, newsletters & other written documentation	overall project success specific demon. success unsuccessful elements	awareness, to convince policy formulation, policy implementation	periodic and when requested
3. HEW	TC/W Director	technical reports, newsletters & other written documentation	overall project success specific demon. success unsuccessful elements	awareness, to convince policy formulation, policy implementation	periodic and when requested
4. OE Staff Members	TC/W Director	technical reports, newsletters & other written documentation	overall project success specific demon. success unsuccessful elements	awareness, to convince policy formulation, policy implementation	periodic and when requested
5. Professional Organizations	TC/W rep., network project, broker	newsletters, published papers, presentations	specific demon. success unsuccessful elements	awareness, to convince spread, exchange, choice	periodic
6. SEA	TC/W rep., network	newsletters, telephone	specific demon. success unsuccessful elements	awareness, to convince spread, policy formulation, pol. implement.	periodic
7. TC Family	TC/W rep., NTR, SSOP, network, broker, TC Assoc.	training, newsletter publication	specific demon. success overall demon. success unsucc. demon. suc. alternative demon.	awareness, to convince spread, policy formulation, policy implementation	when needed and systematic

Disseminating What, to Whom, and How

To answer the question "What is disseminated?" we call attention to the process and substantive elements listed in Figure 1. As can be noted from examination of the DAG model, dissemination is used to describe a wide range of activities--from required reports for decision-makers to complex techniques designed to convince others to adopt a concept.

Task Force members argued that demonstration projects are chosen because they are particularly promising. Rather than expecting the exemplification (or demonstration/dissemination) of the total project, only certain aspects will be worthy of sharing with others who might choose to replicate successful project aspects. Promising aspects (which may lead ultimately to successful outcomes) of a project may be innovative practices proposed for implementing a multicultural education program, a personnel training program, linkage between preservice/inservice programs, a training program to deal with children having learning and/or behavioral problems, or strategies for university-public school-community collaboration. Conversely, negative or ineffective outcomes are as important to some audiences (e.g., policy- and decision-makers, and potential adopters) as positive outcome information (Task Force on Demonstration, 1977; Hayes, 1976).

Figure 3 presents an overview of the dissemination process and the intended audiences of that process. Audiences to whom Teacher Corps must be responsive are given in the far left column, followed next by who disseminates, how, what, why, and when, respectively. One will note that dissemination functions differ slightly, depending on the type and level of audience in question. While the ERIC files are shown to permeate all types and levels of audiences in the "how" column, they are more accessible to some groups (e.g., IHE personnel) than to others (e.g., community groups).

Disseminating Outcomes and Quality Control

The total volume of Research and Development literature is so large and generally of such poor quality that Asher (1972) proposed the addition of an elimination concept. That proposal prompted the Task Force to consider alternative ways of assisting Teacher Corps with the delivery or dissemination of quality material based on needs of the consumer. Various types of process measures were considered. Some of the designs suggested for Teacher Corps's use were based on Campbell and Stanley's (1963) "Experimental and quasi-experimental designs for research on teaching." Some of the proposed designs, for example, were one group pretest-post test, isolating effects of instructional material, comparison of two different instructional modes, using intact classes, within class post test only, and so on. The Task Force concluded that the method of validating products and processes must be left to the determination of local institutions. It was argued that the project director, with consultation from available discipline specialists, has ultimate responsibility for respecting the tenets of the validation process.

The Task Force on demonstration therefore directed its energies toward constructing (a) an internal delivery system and (b) communication channels for transporting demonstration outcomes and transmitting information to appropriate audiences; these are presented in Figure 4. The first column depicts the audiences to whom outcomes are disseminated. The column at the extreme right contains the person or group who makes the final decision as to the quantity and quality of that which is delivered to the audience. Columns between the audience and decision-makers represent the input and process stages upon which decisions are made.

Figure 1 is not intended to be all inclusive. Temporary and external linkage agents/agencies are not shown in the quality control function. However, they may be built into the

FIGURE 4

Responsibility Chart for Internal Quality Control

Audiences	Who has input	Who proposes options	Who determines criteria for selecting options	Who advises	Who collects data	Who decides
1. Congress	TC/W	TC/W Staff	TC/W Director TC/W Representative	TC/W Director TC/W Representative	TC/W Staff	TC/W Director
2. Federal	TC/W	TC/W Staff	TC/W Director TC/W Representative	TC/W Director TC/W Representative	TC/W Staff	TC/W Director
3. SEA	TC/W TC-Projects Network	TC/W Staff TC-Projects	TC/W Representative	TC/W Representative Network Policy Board	TC/W Staff Project Staff Network Staff	TC/W Representative
4. Other LEA & IHE	Program Specialist Project Director Network	Project Director Executive Secretary SEA	Network Exec. Sec'y Network Board	Network Board SEA Policy Board	Proj. Doc/Eval Team Network Staff	TC/W Staff
5. Teacher Corps Family	Program Specialist Project Director Network	Network Board Executive Secretary	Network Exec. Sec'y Network Board	Network Board TC/W Representative	Proj. Doc/Eval Team Network Staff	TC/W Staff
6. Local LEA & IHE	Project Staff	Project Director	Policy Board	Supt./Dean	Proj. Doc/Eval Team	School Board/Supt. IHE Governance/Dean
7. Community	Local Community Project Staff School Staff	Community Council School Staff	Community Council	Principal Project Director Local Community	Proj. Doc/Eval Team	Community Council
8. Project Site	Project Staff School Staff	Program Development Specialist	Project Staff School Staff	Project Director Principal	Proj. Doc/Eval Team	Policy Board

SEA = State Education Agency; LEA = Local Education Agency; IHE = Institution of Higher Education; TC/W = Teacher Corps/Washington

system, along with many of the current Teacher Corps support systems which are not shown in the chart.

Unit of Cost for Training/Retraining

An accurate cost analysis for Teacher Corps demonstration efforts is no easy matter. Such a task would be considerably simpler if the Teacher Corps mission were to train "X" number of administrators, teachers, and interns assigned to a cluster of schools in which the project were to be directly involved. But such is not the case. One must take into account the demonstration/institutionalization/dissemination variables. These activities would significantly increase the number of persons influenced by the project and therefore decrease the unit of cost for (re)training.

Another factor which complicates an accurate cost projection is the variability of LEA's and IHE's with which Teacher Corps will be working, i.e., the rural versus urban factors. However, given a hypothetical situation of a school district with a 2,500 teacher population and Teacher Corps's direct involvement with three schools totaling 75 teachers, one could assume that--through demonstration activities and a process of institutionalization/dissemination--most local teachers (and many beyond) would be influenced by the Teacher Corps project.

A case could also be made for impact upon the cooperating IHE which might graduate an overage of 200 teachers per year. Again, assuming a successfully demonstrated process of institutionalization, within five years a thousand teachers could be affected as a result of the Teacher Corps program.

Finally, attention is directed to what is sometimes referred to as the multiplier factor. That is, once an administrator or teacher has been trained, s/he then becomes a trainer of other administrators and teachers. That in turn increases the impact of the Teacher Corps.

Summary

The Task Force on Demonstration established a common frame of reference by first conceptualizing demonstration, and then stating that conceptualization in operational terms. Appearing in the operational statement are such concepts as demonstration, adaptation, institutionalization, collaboration, and dissemination.

Based on Teacher Corps's proposed regulations for Program 78, demonstration elements were extracted from the four expected (basic) outcomes and the five criteria. Demonstration elements were categorized as either process or substantive elements, depending on their function.

During the first year of its funding period, Teacher Corps as aggregate or individual projects will be concerned mostly with demonstrating process elements. For example, during the first year, projects will be expected to share "lessons learned" regarding the community council election, policy board functions, establishing a communication system between the community council and the community at large, and alternative documentation strategies. Other demonstration activities will be developmental in nature, leading toward (re)training for the second and third years of the time frame.

Documentation of project activities should begin at start-up and continue throughout the life of the project. It will take on different forms, depending on the activity being documented and the audience for which it is intended.

In an effort to learn the relative effect of Teacher Corps in general, and certain projects in particular, computerized data banks should be established. Similarly, longitudinal data organized around a cohort-type system should be collected and stored for tracking children having attended Teacher Corps schools. Teacher Corps/Washington could either synthesize the data from all 80 projects or draw a sample(s) from these Pro-

gram 78 projects through a contractual arrangement.

Plans for institutionalizing successful demonstration outcomes should be defined in every application for a Teacher Corps project. These plans should be reviewed yearly. No project that achieves a low score on institutionalization in the application reading/evaluation process should be funded. The plan for institutionalization should be clear, realistic, and economical. During implementation stages, top local officials should be encouraged to receive training and technical assistance.

Teacher Corps dissemination activities range from simply spreading information about a demonstration element to implementing the element. Technical resources such as consultation, technical assistance, and training programs may be utilized at the level of implementation.

Elements which have been identified as demonstrable should be disseminated in ways that are convincing to others. The purpose and audience should dictate the type and mode of dissemination. Local institutions must determine the method of validating products and processes developed, with the project director having final responsibility for their accuracy and usefulness.

There are a number of variables which must be considered when tabulating the unit or cost for Teacher Corps (re)training activities. Unlike working with a constant(s), the outreach effects of the demonstration/institutionalization/dissemination spread often complicate accurate cost analysis. Successful and influential Teacher Corps projects would, however, optimize the benefit/cost ratio.

TASK FORCE ON DEMONSTRATION RECOMMENDATIONS
November 28-29, 1977

The Task Force on demonstration proposes the following recommendations:

1. The issues raised and recommendations made have consequences not only for activities of individual projects and program planning in general, but also for resource allocation and staff. For example, Task Force recommendations concerning Teacher Corps as an aggregate demonstration activity necessitate the allocation of resources at the Washington level. That is, one cannot simply expect that projects will individually collect the necessary data. Similarly, as to the consequences for the Teacher Corps/Washington staff, it is expected that our recommendations will lead to new and different roles for the staff, requiring a rethinking of job descriptions and the development of new training.
2. In an effort to determine which practices, products, and processes have been most effective, the Task Force recommends that Teacher Corps/Washington commission a group on a temporary basis to ferret out successes of past cycles. Similarly, the Task Force recommends to Teacher Corps/Washington that this, or a different, temporary committee be established to track strategies, programs, and materials in an effort to learn what works best with low-income children. This may be done across all projects where there are common expectations and criteria, or with a sample of Program 78 projects.
3. It is also our recommendation that Teacher Corps/Washington establish a temporary task force to design a longitudinal data collection strategy which tracks children attending or having attended Teacher Corps schools so that the relative effect of this experience may be determined.
4. We recommend that Teacher Corps/Washington establish a small "reaction board" consisting of seven or eight persons to periodically review the operation of the Teacher Corps/Washington staff to advise and suggest new and better ways of carrying out its responsibilities.

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TASK FORCE ON PROGRAM EVALUATION

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The Task Force on Program Evaluation held three two-day meetings during which it made significant progress toward developing an evaluation design appropriate for Teacher Corps Program 78 efforts. The proposed evaluation design described in this report includes 1) the purposes and components of the evaluation, 2) several substantive frameworks which could guide development of the evaluation, and 3) a collaboration and governance structure for the evaluation. The report also identifies aspects of the design which need further development over the next few months if the proposed evaluation design is to be successful.

Based on an analysis of previous Teacher Corps evaluations, the following desirable evaluation design characteristics were identified:

1. The evaluation efforts should be jointly undertaken by Teacher Corps/Washington and the Office of Planning, Budget, and Evaluation.
2. The evaluation efforts should be an on-going process, rather than single-shot efforts.
3. The evaluation effort should be responsive to new evaluation needs as they emerge.
4. The evaluation effort should provide an on-going data collection which emphasizes documentation and qualitative (as well as quantitative) data.
5. The evaluation effort should provide immediate feedback to Teacher Corps/Washington and local projects so that they can effectively utilize the evaluation data.
6. A democratic approach should be taken to the evaluations' design, data gathering, data processing, and interpretation.
7. The evaluation effort should facilitate a high level of utilization by Teacher Corps/Washington and local projects.

8. The evaluation efforts should respect confidentiality.
9. Before their wide dissemination, the evaluation findings should be shared with and critiqued by appropriate professionals.

These characteristics are incorporated in the evaluation design.

The evaluation design has four components, as follows:

1. A Locally Controlled Project Documentation and Evaluation Component to aid local program development.
2. A National Process-Outcome Assessment featuring cross-site analysis of process and outcomes, and conducted by an independent evaluator.
3. A series of theory-based Special Project Studies of project dimensions judged to be most critical to the success of Teacher Corps projects.
4. A Summative Synthesis Evaluation, which is a secondary analysis of quantitative and qualitative data and which addresses broad policy questions related to Teacher Corps.

The Task Force members believe that these four closely related evaluation components can collectively form one overall evaluation effort. It recommends that the National Process-Outcome Assessment be funded by the Office of Planning, Budget, and Evaluation, while the other three evaluation components be funded directly by Teacher Corps/Washington: A collaborative governance mechanism (to be described later in this report) will relate these various evaluation components to each other and to the overall evaluation approach.

A Local Project Documentation and Evaluation Component. The primary purpose of the local program documentation and evaluation component is to aid local program development. This effort is mandated in the Teacher Corps program guidelines for Program 78 projects. Under those guidelines, each project must 1) document all significant factors which influence project experience and results, and 2) review progress in accomplishing the objectives developed in the original proposal, and 3) revise those objectives, if necessary. The Evaluation Task Force proposes that Teacher Corps/Washington aid local projects' documentation and evaluation efforts in several ways. First, Teach-

er Corps/Washington should support the development of a quality documentation framework, which local projects can then adapt to their needs. Second, training on the use of this framework should be provided to local project evaluators/documentors. The improvement of the locally proposed frameworks should also be assisted by Teacher Corps/Washington. Finally, Teacher Corps/Washington should monitor local documentation and evaluation efforts to ensure quality performance.

A National Process-Outcome Assessment. The second component of the overall evaluation design is the National Process-Outcome Assessment. The goals of this effort are as follows:

1. To describe local project impact in terms of the nine major outcomes of Teacher Corps programs, using common cross-site measures in a time-series perspective.
2. To describe and document local project context, structures, and processes by applying a set of common measures in a time-series perspective.
3. Within financial constraints, to obtain an in-depth assessment of process and outcome indicators at a sample of projects and to incorporate these insights within the broader analysis of process and impact described in Goal 4.
4. To examine relationships among and between Goals 1, 2, and 3, with emphasis on providing policy and operational implications for Teacher Corps/Washington and local projects.
5. To document and assess (a) the process and impact of technical assistance and other Teacher Corps/Washington interaction with the field, and (b) the relationship of these efforts to successful or unsuccessful project implementation.
6. To create and maintain a National Data Bank of both qualitative and quantitative data related to (a) Teacher Corps/Washington, (b) technical assistance efforts, (c) local project structures and processes, and (d) project impact.
7. To demonstrate a useful new approach to evaluation which emphasizes:
   (a) Thorough documentaion (as well as evaluation) of local projects;
   (b) More effective collaboration between Teacher Corps/Washington, local projects, OPBE, and outside evaluators; and
   (c) More effective utilization of documentation, evaluation, and data bank efforts as a vehicle for improving national Teacher Corps and local project efforts.

The Task Force recommends that this assessment be conducted over an eight-year period by an independent evaluator funded through a competitive RFP. This strategy would allow the independent evaluator to examine Program 78 projects throughout the five years of their existence and, further, to examine the pattern of institutionalization of educational improvements following the termination of projects.

The Task Force also recommends that baseline data be collected on the four basic outcomes prescribed in the Teacher Corps Guidelines: namely, outcomes related to school climate, education personnel development systems, institutionalization, and adoption/adaptation of project-generated educational improvements by other educational institutions or agencies. The Task Force assumes that baseline data would focus on rather rapid and simple assessments of the four basic outcomes as determined by scales, inventories, or survey instruments. Several related project outcomes might also be assessed; these include the capacity of cooperating institutions to continue to change after their involvement with Teacher Corps. The Task Force recommends that a balance be struck between (a) the need to define the basic outcomes of Teacher Corps in the near future (so that baseline data can be collected appropriately) and (b) the need to allow the meaning of these outcomes to evolve over time.

The Task Force recommends the use of time-series analysis in order to enable the clear understanding of the evolution of project activities and outcomes over time. It also recommends the comparative study of non-Teacher Corps schools. The use of such a comparison group should be limited to the study of school climate and the development of an educational personnel development system. The comparison group could be made up of schools within Teacher Corps-serviced school districts which serve the same type of children as the Teacher Corps project.

The National Process-Outcome Assessment would be based on

a rich documentation of project activities using comparable categories across a subsample of approximately ten projects. It would also collect comparable data for all 80 projects using interviews and questionnaires. The selection of process and outcome variables should reflect the need to provide policy and operational findings, conclusions, and recommendations for Teacher Corps/Washington and local projects.

The Task Force also recommends the creation and maintenance of a National Data Bank of qualitative and quantitative data related to Teacher Corps efforts. The National Data Bank would house quantitative and qualitative data from the National Process-Outcome Assessment as well as from the other evaluations of Teacher Corps. It would also house local project documentation and related reports and training materials. Finally, it would house all documents emanating from the Teacher Corps/Washington office.

The Data Bank would have two primary uses. First, it would be a resource center from which various Teacher Corps projects could obtain examples of planning documents and training materials used in other projects. Second, it would provide the data base for subsequent evaluation efforts, such as the Summative/Synthesis evaluation. The evaluation Task Force has considered several options concerning the size, location, and nature of the National Data Bank, but did not resolve these issues.

Special Project Studies. A set of extremely important special studies will complement the local program documentation and evaluation and the National Process-Outcome Assessment. These complementary studies will provide a theoretical understanding of important issues related to project implementation and institutionalization, as well as those related to federal relationships with local projects. The emphasis for these studies will be on alternative conceptual frameworks and data collection processes, and on the utilization of theory from

related disciplines to shed light on Teacher Corps processes and results. For example, the following issues might be addressed in special project studies:

1. How does a beginning teacher get socialized into Title I schools? How can one determine which teachers will succeed in Title I schools?
2. How do the governance structure and processes within projects relate to successful or less successful accomplishment of the demonstration goal of Teacher Corps?
3. How do various modes of Teacher Corps technical assistance relate to project success?

In order to address such issues, the studies might, for example, utilize longitudinal case studies involving interns, teachers, and other trainees over an eight-year span. The purpose of these individual case studies would be to understand project dynamics through the experiences of individual participants. They would also help their audiences understand changes and trends in the participants' own professional careers and viewpoints.

A Summative/Synthesis Evaluation. A summative/synthesis evaluation for policy analysis is also needed. The synthesis would integrate findings and data from the local project documentations and evaluations, the National Process-Outcome Assessment, the special projects studies, and the National Data Bank. The overall purpose of the Summative/Synthesis Evaluation would be to provide interpretation of Teacher Corps evaluation data and other information related to appropriate national policy issues.

Several approaches would be used in the summative/synthesis. First, there is the important need for quantitative analysis utilizing meta-analysis techniques. It is anticipated that quantitative data will be reanalyzed to answer some of these national summative policy issues. Second, it is important to conduct a historical analysis utilizing qualitative local project data housed in the National Data Bank. Third, it is important that the Teacher Corps experience be related to the

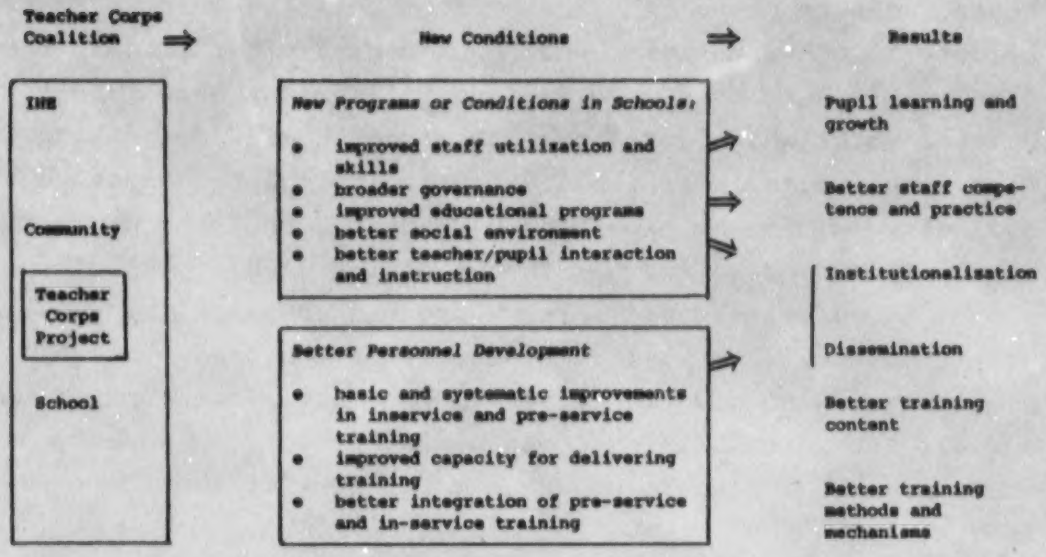
experience of other federally funded teacher education efforts, such as the urban/rural projects, Triple-T Efforts, and the teacher center projects. The goal of relating Teacher Corps efforts to other national teacher training efforts would be to develop broader, more powerful generalizations about the conditions under which certain kinds of teacher education innovations are successful. Finally, it is important to capture the collective wisdom of experienced Teacher Corps project staff in the field and at the Washington office. This collective wisdom could be gathered through group discussions and individual interviews from which a synthesis of the best available clinical knowledge would be developed. It is anticipated that a small interdisciplinary group would conduct all aspects of the summative/synthesis under contract from Teacher Corps/Washington.

Substantive Frameworks

The evaluation Task Force has identified three approaches to developing substantive frameworks. The first framework is based on the generic purposes of Teacher Corps and is presented in Figure 1. A second approach to developing appropriate substantive frameworks is based on the idea that Teacher Corps/Washington needs a variety of alternative substantive frameworks which could serve specialized purposes within the evaluation design. For example, one substantive framework viewed Teacher Corps as a set of roles (such as institution builder, teacher trainer, institutionalizer, etc.). These roles suggest interesting dimensions along which to richly document local Teacher Corps dynamics. A third approach to identifying a substantive framework is based on "unpacking" the Program 78 Guidelines. This approach would help to clarify the meaning of school climate and educational personnel development systems, for example.

FIGURE 1

The Generic Purposes of Teacher Corps



Governance and Collaboration

The Evaluation Task Force feels that Teacher Corps/Washington and the Office of Planning, Budget, and Evaluation should jointly undertake the evaluation efforts proposed here. Joint ownership of the evaluation efforts would entail close collaboration between those two agencies on the design of the evaluation, coordination of the data collection processes, and careful integration of the evaluation findings from the various evaluation efforts. Establishment of a working mechanism would be required in order to allow Teacher Corps/Washington and the Office of Planning, Budget, and Evaluation to carry out this joint ownership. The mechanism would need to include frequent meetings and a careful understanding of the desires and sensitivities of the respective agencies.

Joint ownership by Teacher Corps and OPBE would help to ensure that the evaluation was directly responsibe to the evaluation needs of Teacher Corps/Washington. It would also help to ensure that considerable interaction and dialogue occur between Teacher Corps/Washington, OPBE, and the various

evaluation efforts. This would lead to increased understanding of the evaluation results and a greater commitment to the evaluation efforts by the various federal agencies.

The Evaluation Task Force recommends that Teacher Corps/Washington and OPBE establish an Evaluation Studies Reaction Panel which is representative of nationally recognized expertise in evaluation and role groups (including community members) involved in local Teacher Corps projects. The Reaction Panel would have the following characteristics:

1. It would serve as an advisory group, rather than a decision-making board or council.
2. It would be broadly representative of evaluation expertise and Teacher Corps practitioner community.
3. It would have a maximum size of ten members.
4. Appointment to the Reaction Panel would be for an indefinite, lengthy term.
5. It would hold regularly scheduled meetings.
6. It would receive staff assistance from Teacher Corps/Washington.

The Reaction Panel would serve a number of important roles. For Teacher Corps/Washington, the Reaction Panel would help in identifying substantive issues which should be addressed in the evaluation. It would also help Teacher Corps preserve the most useful balance between independent and internal evaluation, between qualitative and quantitative analysis, and between site-specific and cross-site analysis. The desired goal here is to synthesize the strengths of each approach. The Reaction Panel would also help in the utilization of evaluation findings by Teacher Corps/Washington. For local projects, the Reaction Panel would provide representation and a vehicle for two-way communication between the projects and other groups conducting the evaluation. It would also enhance the credibility of and cooperation with the independent evaluators which seek to work with local projects.

For OPBE, the Reaction Panel would help to clarify desired directions and methodologies for the evaluation effort. It

would also help the independent evaluator both by providing clearer insight into project processes and outcomes and by helping to clarify useful substantive frameworks which could be used in the National Process-Outcome Assessment. The Reaction Panel could review instruments and evaluation design for the study and help the independent evaluator secure greater cooperation and collaboration from local evaluator/documentors.

The Reaction Panel need not provide all of this assistance itself. Rather, it should view itself as a facilitative body which provides process links between various cooperating institutions. For example, it could facilitate strategies for promoting cooperation and collaboration between local Teacher Corps projects and the independent evaluator or among local Teacher Corps projects themselves. This latter cooperation might take the form of regional networks of projects.

Necessary Tasks over the Next Few Months

Should Teacher Corps accept this evaluation design, several tasks need to be undertaken within the next few months. These tasks include the following:

1. Securing sufficient fiscal resources to carry out this evaluation design.
2. Establishing the Reaction Panel as soon as possible.
3. Developing an appropriate and creative RFP for the National Process-Outcome Assessment.
4. Developing a reading guide for reviewing Program 78 proposals. That guide should adequately reflect the conception of local program documentation and evaluation described in this task force report.
5. Continuing the development of the substantive frameworks described in the task force report.
6. Instituting the development of examplary documentation materials and procedures, as well as a training process, which would prepare local evaluator/documentors to carry out their documentation responsibilities.

TASK FORCE ON TECHNICAL RESOURCES

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In looking toward Program 78, it is obvious that there are new directions and emphases which Teacher Corps projects must pursue. One major area of importance is projects' need to demonstrate effective ideas, products, and procedures. Another is projects' need to institutionalize effective products and procedures developed or used during their funding periods. The change from two-year project funding to the funding of five-year projects will result in major changes in the manner in which projects are planned and implemented. These new shifts in emphases collectively create a need to consider how technical resources are planned and provided to maximize efforts in demonstration and institutionalization.

The new Teacher Corps emphases reflect some of the most difficult problems in education. As Program 78 projects address those problems, additional technical resources will be necessary if projects are to counterbalance problems that develop during collaboration and change processes. Technical resources will also be necessary to provide specialized expertise, when needed, throughout the life of a project and to provide a support system for personnel who may become uncomfortable as they explore new dimensions of collaboration and change.

This paper is a brief synthesis and summary of several months' work by a national Task Force on Technical Resources. Readers interested in the analysis and work that led to the recommendations included in this summary should refer to the section entitled "Technical Resources" in Document II.

Recommendations on needed Technical Resources will be made here in several areas. These include: 1) general observations

about technical resource efforts, 2) sources for identifying needs that should be addressed through technical resources, 3) the types of needs identified, 4) the selection of priority needs, 5) the selection of priority role groups, 6) the timing of technical resources delivery, 7) the establishment of centers to provide technical resources, 8) the delivery of technical resources, 9) some case studies using systematic planning methods for technical resources, and 10) important issues in evaluating a technical resources program.

General Observations

The increased number of Teacher Corps projects and the lack of persons experienced in demonstration and institutionalization lead to a primary observation. To wit, the Technical Resources Task Force recognizes that the identification and forecasting of technical resource needs should become an increasingly high priority for Teacher Corps as it looks toward planning its Program 78 technical resource allocations.

The Task Force also believes that technical resource programs should have the following components in common with all projects: (a) collaboration, (b) planning and design, (c) development and adaptation, (d) small-scale field test and revision, (e) implementation in ongoing systems, (f) monitoring, ongoing evaluation, revising, and (g) measuring and describing impact. Local projects are, after all, mechanisms for delivering technical resources for needs identified at a local site. Possibly the only real conceptual differences between the mission of a local project and that of a technical resource center are scope and target audiences.

Several considerations should be kept in mind when planning for the delivery of technical resources. First, systematic methods can be used to analyze and forecast needs, resources, and delivery systems. That is, forecasting needs for technical resources will help in equitable resource allocation across

types of projects, regions, and levels of operations (local, regional, and national). Accomplishing the task of forecasting needs--and providing resources to meet those needs in an orderly manner--will increase Teacher Corps's capability for collecting knowledge and materials in areas considered critical to programmatic success. This cumulative knowledge and revised organization in common areas of need should make technical resource allocation more cost-effective in future years.

Second, the identification of needs for technical resources should provide current status (i.e., baseline) data from which growth or impact as a result of providing technical resources could be assessed within a project and across projects, when appropriate.

Third, clear lines of authority and/or responsibility relative to technical resources planning and delivery should be established between local projects, technical resource centers, and the Washington office. Without a clear understanding of responsibilities, people and centers will define their own functions, functions which may or may not be compatible with planned missions. A clear understanding of tasks and responsibilities for each office will help avoid duplication of efforts, materials, and training.

Fourth among these considerations, communication of events and activities within a center (and across centers) will also help to curb duplication of efforts. Thus, a good, updated information management system will be essential to the effective operation of a national technical resources effort.

Fifth, there are complex questions of what types of organizational structures can best meet the needs of personnel at different levels. A variety of factors and criteria must be considered each time technical resources are planned and delivered. The delivery mechanisms that worked best last year may not work effectively under the new Teacher Corps rules and regulations. It is necessary first to develop technical re-

source centers that become "expert" in an area of skills, and then to have such centers provide development, research, evaluation, and training in their areas to local, regional, and national personnel.

Sources of Identifying Technical Resources

Needed technical resources can be identified through an ongoing needs assessment process. It cannot be done once and considered finished. Rather, it should be viewed as cyclical. Sources from which needs can be identified include both persons and documents.

Groups of persons who should be consulted when identifying technical resource needs include: (a) individuals with past and current Teacher Corps experience in various roles (i.e., directors, deans, and school personnel); (b) groups such as the Research Adaptation Cluster, which actively studies needs and makes recommendations; and (c) individuals or groups not directly involved with Teacher Corps but who have expert knowledge in topics of interest to Teacher Corps.

Documents of importance to needs identification should include: (a) proposals for funding for Programs 78, 79, and beyond; (b) interim and final reports of local project activities and former technical assistance efforts (e.g., the SSOP evaluation); (c) past Teacher Corps publications such as Evaluating Programmatic Impact in Education (Dick, 1976), The Five Dimensions of Demonstration (Acheson, et al., 1977), and Introspect (Skull); (d) planning documentation, materials, and evaluation information from Teacher Corps National Conferences, CMTI, and other national activities; (e) non-Teacher Corps publications that address topics of priority interest such as FADS (Dodl, et al., 1974), and PETC I, II, and III (Northwest Lab., 1976).

The results of each needs assessment should provide input to conceptualizing the next round of studies designed to identify new needs and priorities.

The Types of Needs Identified

It is important to conceptualize the types of technical resource needs that will occur. A direct focus on the Teacher Corps rules and regulations provides a rather narrow view of Teacher Corps national operation and the strategies that will be required to effectively engineer the next several years of operation. Attention must therefore also be focused upon local projects, regional offices, and the Washington office to identify all existing technical resource needs. Since the Washington office, technical resource training centers, and local projects must all budget, organize, staff, plan, develop, and validate programs, all those levels may need technical resources. Differences in those levels' needs do occur in the target groups each level affects, but not necessarily in all the duties they perform. For example, the national group plans, monitors, and evaluates the activities of regional and local projects; meanwhile, regional offices may plan, monitor, and evaluate local projects, while local projects are primarily responsible for such activities within their sites.

The Selection of Priority Needs

The Task Force recognizes that training needs should be classified and prioritized according to some scheme in order to identify the most crucial of the hundreds of tasks considered important for Teacher Corps personnel at all three levels of operation. Several methods of prioritizing tasks were suggested; these include:

1. Subsuming tasks into larger sets or groups of needs.
2. Ordering the set of needs according to those which are most critical to the overall success of a project or program.
3. Rating the importance of a person or role group according to the overall effect he/she would make on the success of the project or program.
4. The timing of the task in relation to effectively carrying out project goals (i.e., start-up, planning, implementation, etc.).

5. The frequency with which a task is performed within a project or programs in various locations.
6. The number of persons with a pronounced need to perform a set of tasks.
7. The cost-effectiveness of providing technical resources from a regional or central office, as compared with local or on-the-job delivery strategies.
8. The number of persons who can effectively be managed in a skill/attitude in one time and place.

Heuristic efforts by the Task Force lead to the recommendation that a combination of these criteria should be used to select among tasks and to identify priorities.

The Selection of Priority Role Groups

The Task Force did not prioritize any set of tasks according to any one of these selection strategies. Rather, a combination of strategies was used to select among task areas that are suggested as training area priorities by the Task Force.

Role groups and their assumed responsibilities can be identified from the rules and regulations. Roles suggest persons in the IHE, the LEA, and the SEA. The Task Force, after studying the roles described, further selected priority role groups according to the responsibilities each group would have for the overall success of the project.

The Task Force identified the project director and the project administration team (PDS and/or evaluator) as key personnel in project planning and design. Those roles were selected because their skills, attitudes, and the total environment they create in the project will affect all other role groups and tasks associated with the project.

Other key personnel identified to receive priority status in training activities are the Teacher Corps/Washington program specialists and any other persons who will have direct contact with project administrative staff.

Members of the collaborating institutions (the IHE, LEA, and community groups) are also key project members who should receive orientation and skill-building activities early in the project. These activities should occur at the orientation level soon after the announcement of a project funding. Skill-building activities may be delayed, but should occur as soon as possible after funding. Targets of such training would include members of the advisory council, district administrators, school personnel, and members of the community council.

Instruction and activities will need to be designed and provided for administrators in order to plan and provide technical resources in administrative skills. The Task Force suggests that technical resources be allocated immediately to plan, develop, and provide the necessary administrative training. These activities should be identified--and the work begun--now, as this area was identified as the highest technical assistance priority.

Timing of Technical Resources

Using forecasting procedures to identify the timing of project activities, the Task Force identified role groups that should be receiving technical resources at specified times. During the spring and summer of 1978, immediately following project awards, the two most likely role groups for technical resources are program specialists and project directors. It is not likely that other personnel will be recruited and hired at this point. In addition, during the summer, project administrative staff, such as program development specialists and evaluators, should be available. The executive council and key community members should also be available for technical resources.

The fact that these groups are available and working during the summer preceding the planning year will help focus technical resources on skills and activities for those people. The

national resources effort in the summer of 1978 should be focused on those role groups, rather than on interns, classroom teachers, or team leaders from start-up projects (as has been the practice in the past), since these people will likely not be hired or join the project until later. Instructional program implementors also do not appear until later.

Since the CMTI program which has been provided for interns each summer for the past three years will be deferred for 1978, it could perhaps be replaced with another intensive institute for appropriate role groups (such as administrative teams) which have major impact potential on project success. Since the major emphasis on demonstration, institutionalization, and better programs of inservice training require expertise from role groups other than interns, the amount of technical resources focused on interns during CMTI should be reconsidered.

Among the classification schemes for needed tasks identified and included in Document II, those related to start-up activities, administration, and evaluation receive highest priority because of their timing in the life of a project. These skills will be needed first by those charged with conceptualizing, designing, and beginning each project.

Following a close second to these tasks are those related to the four major criteria and the five givens. There is considerable overlap between the administration skills required and the criteria/givens from Teacher Corps rules. A third group of tasks, those related to curriculum analysis for program planning and development, form a third priority area.

Fourth, tasks related to role groups entering the project at later points in time should be considered. These are tasks related to interns, team leaders, classroom teachers, community members, and so forth. Most of the training related to project personnel (e.g., university faculty, interns, classroom teachers, and community members) may be done on site through local technical resources. It may not be advisable

to embark on national or regional training efforts for these groups in skills acquisition areas. However, attitude development, orientation, or other such activities might be better treated in regional or national groups.

The Establishment of a Center to Provide Technical Resources

The Task Force considered several different models for organizing a national effort to deliver technical resources. Of those models generated, one in particular seemed to be the most completely conceptualized, and the group chooses to recommend that model. The Task Force lacked sufficient time to work and plan together, and it was therefore not possible to weigh all the benefits and constraints such a model would pose for Teacher Corps. A benefits and constraints analysis should, however, be performed by Teacher Corps for any model they select.

The reader interested in analyzing the recommended model should refer to the description of the model included in the section entitled "Technical Resources" in Document II. The basic premises of the model are:

1. Program Specialists have a major responsibility for working with local projects. Therefore, they should receive technical training in how to work most effectively with local project personnel in implementing the new guidelines and using technical resources.
2. Technical resources should be the responsibility of specialized technical resource centers which are founded to study, plan, and deliver technical resources in given topics on a national level. Regional networks can serve a valuable communications resources delivery role for projects within the region.
3. A central clearinghouse to collect, maintain, and provide current resources and information should be organized. In addition, this center should coordinate resources and activities among specialized technical resource centers. The RFP for this resources center should be advertised immediately, and the center should be operational in the spring of 1978.
4. Two special content technical resource centers should be established immediately. One would provide the development of orientation and skills training related to start-up activities, including organizational development, col-

laboration, goal and objective setting. It should also deal with administrative techniques such as budgeting, recruiting, and hiring.

A second technical resource center should be started to address planning, development, documentation, and evaluation and dissemination (demonstration). This center should promote the idea that these tasks are all integral parts of one process; training should involve effective use of such an integrated process.

These resource centers should be operational by summer of 1978, when project administration teams and program specialists will be working in these areas.

5. Technical resource assistance should focus on demonstrable elements (DE's) that are selected because they are: (a) central to the Teacher Corps mission, (b) relative to all project components (LEA, IHE, community), (c) specific enough to be precisely evaluated according to established criteria for success and/or failure, and (d) identified as having potential to be institutionalized and disseminated. These elements will be drawn from the initial proposal with modification, addition, and deletion. Some should be established now, and some at the end of the planning year's activities. In addition, technical resource delivery should be responsive to needs that evolve during the operation of projects and programs at all levels.

6. Priority DE's should be the focus for technical resource activities. It is recommended that 75 per cent of all technical resource funds be allocated to priority activity areas. A funding formula can be established to distribute funds equitably across technical resources programs, regardless of the total amount of resources available for technical resources.

The Task Force has several concerns about the establishment of any organizational structure for delivering technical resources. They are as follows:

1. Projects often shift their interests and emphases during their lifetimes. The selection of priority DE's early in the project might cause a project's focus to become overly rigid.

2. How much will this new system cost? Will these centers cost more money than is available to develop and maintain quality centers?

3. If technical resource centers evolve only out of DE's selected during the planning year, technical resource centers cannot be planned and developed until the following year. However, projects will need some techni-

cal resources during the first planning year. Thus, two of the centers should be developed to cover start-up and planning activities. These start-up centers should be operational by the summer of 1978. The remaining three to four centers could be developed from the DE's identified during the planning year; they could be operational by the second year.

4. It may be possible to predetermine the size and location of technical resource centers, and to determine their content focus later.
5. It may be necessary at the outset to switch at least part of the 75 per cent funding from the priority DE's side to the administration side. After projects have identified their DE's, the Washington office has selected priority DE's, and appropriate centers are established, the 75 per cent funding would shift to funding technical resources for the priority DE's; at that time, the 25 per cent would shift back to the administration and management side.
6. An RFP for the resources management center should be issued immediately; the center should be operational by June, 1978. This center should be available by the time the Program 78 project directors are selected. The technical resource focus during the first year should be management, planning, and development skills. This center could be responsible for this training.
7. The funding curve for priority DE's should be light during the first project year (when projects are selecting DE's) and the fifth year (when most technical resources will have been delivered).

The technical resource centers should have an advisory board to help them keep in touch with resource needs. The board should consist of center personnel, relevant local project personnel, consultant topic experts, evaluation studies personnel, and program specialists.

The Delivery of Technical Resources

Members of the Task Force would like to make several suggestions concerning delivery of technical resources. They include:

1. Develop a taxonomy and scheme for classifying tasks by content, goal, and need.
2. Use the agreed-upon taxonomy and classification schemes to locally identify materials and workshops to be de-

veloped or used locally, and to inform regional offices of the availability of such materials.

3. Keep all materials identified under agreed-upon classification schemes for easy location and delivery.
4. Publish a "shopping list" of materials, workshops, etc., available centrally in the technical resource center and in topic specific centers. Make that list available to regional offices and local projects. Projects can use this shopping list to identify and check help they need and want.
5. Have materials/resources displays available for participants at national conferences and/or workshops, and at regional conferences and/or workshops.
6. Inform project/program directors of available resources (including new acquisitions) in announcements at conferences and in conference programs and bulletins.
7. Provide sample exemplary "products" from current and past projects to provide a standard by which other projects can judge their current performance in order to decide whether they need and should seek technical resources.
8. Establish a resources "broker" in each project, grouping of projects, and Washington office. That broker would become aware of "in-house" resources, answer questions concerning what is locally available, and maintain an up-to-date knowledge about what is available locally, regionally, and nationally in high interest areas.

Such efforts will not be efficient unless resources are collected and advertised formally. Otherwise, there will be continuous overlapping of efforts and materials. There will be enough to do in Program 78 without duplicating training efforts (unless that is the planned strategy) across projects, technical resource centers, and national training conferences and workshops. Thus, the central technical resources management center is extremely important.

Case Studies in Using Systematic Planning Methods

Task Force members completed several case studies using systematic planning methods to determine needed technical resources for a variety of needs and role groups. It should be noted that different members came to different conclusions, and that systematic forecasting procedures will not always re-

sult in a single "best" recommendation for needed technical resources. The experiences and priorities of each Task Force member who engaged in case study experiments appears to slant their conclusions and recommendations. However, using a systematic plan was very beneficial. Task Force members using a forecasting analysis procedure considered all the variables and options for resources, could justify why they made certain decisions over others, and could develop a reasonable prescription for technical resources.

Evaluating a Technical Resources Program

The evaluation planning necessary to obtain and maintain an effective technical resources delivery system is very important. Local projects evaluate their ability to deliver needed resources to the IHE, LEA, and SEA, and make programmatic changes and decisions based upon their evaluations. Likewise, technical resource centers and the Washington office must evaluate their efforts in providing technical resources to all designated Teacher Corps programs.

Within the national, regional, and local levels, evaluation efforts should cover many different facets of the program. These include the effectiveness of personnel, the materials and equipment used, the facilities used, and the impact of resources upon target groups.

Many different types of evaluation techniques will be required to monitor all the types of technical resources designated for all role groups. Formative evaluation techniques to assess the effectiveness of particular methods or programs and the revision of current practices should be a major emphasis in evaluating technical resource efforts. Three key questions to be assessed are:

1. Is the user satisfied with the training, products, or materials he/she received?
2. Was the user able to use skills, ideas, or materials received through technical resource efforts?

3. What type of impact or change occurred in personnel (or in a project) as a result of technical resources provided?

Programs should not be concrete; rather, they should be responsive to user needs at all program levels. Efforts should be continually assessed, and materials and practices updated based upon feedback.

Summary

The planning and provision of technical resources should be an ongoing and responsive process. As the needs of projects and programs change for Program 78 (and throughout succeeding years), the type and nature of technical resources must also keep pace and change. The importance of maintaining an active needs assessment procedure cannot be overemphasized.

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